

Moderate to Vigorous Physical Activity (MVPA) Every Day  
"Think, Pair and Share" Activity

Following is an activity to increase awareness of how we integrate structured activities and unstructured activities in the lesson plan and daily schedule.

1. Place an **"S"** beside each activity below that is a structured physical activity and a **"U"** beside each activity that is unstructured physical activity.
2. In your small group discuss why each activity is structured or unstructured.
3. Share examples of other structured and unstructured physical activities you use your program.

Arrival

- \_\_\_\_\_ Children free to choose activities in learning centers.
- \_\_\_\_\_ The teacher sets up an obstacle course in the block area that includes the tunnel for children to crawl through to the balance beam to walk across and circle around the red cones to return to the tunnel. The teacher addresses the skills of crawling and balance.
- \_\_\_\_\_ Children build with Legos in the manipulative area.
- \_\_\_\_\_ The teacher provides diagrams of structures to build with Legos promoting eye-hand coordination and small muscle development. The teacher tracks progress as the child grows and develops.
- \_\_\_\_\_ Children play dress-up in the dramatic play area.
- \_\_\_\_\_ Children play with scoops and containers in the water table.

Group Time

- \_\_\_\_\_ Teacher reads a story about baby animals.
- \_\_\_\_\_ Children act out the movements of each baby animal and make the sounds-the swimming turtle, the swaying elephant lifting his trunk, the hopping rabbit, the jumping kitten, etc. Teacher leads by modeling. Use the language that describes the actions.

Transition to outdoor play

- \_\_\_\_\_ Have each child choose an animal from the story to act out on his/her way to their cubby.

Outdoor play

- \_\_\_\_\_ Portable play materials are available – balls, sand toys, scoops and shovels.
- \_\_\_\_\_ Children play on climbing equipment.
- \_\_\_\_\_ Make paper airplanes to work on throwing skills. Teacher reminds children to step with the opposite foot when throwing.
- \_\_\_\_\_ Throw the paper airplanes into an empty plastic swimming pool.
- \_\_\_\_\_ Move the swimming pool further away in increments to strengthen the throw.
- \_\_\_\_\_ Using sidewalk chalk, draw straight lines, curvy lines, and circles for the children to walk on to increase balance.